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ABSTRACT

A brief overview describes the necessary components of an effective social learning evaluation system for the open classroom. In order to develop such a social learning evaluation system one must: (1) organize the evaluation system around the progress and needs of the child, (2) identify the kinds of social learning behaviors to be assessed, (3) select evaluation approaches which are conducive to promoting pupil progress in social learning areas desired, and (4) design ways to communicate such progress to the child and the parents. The purpose of this kind of evaluation system is not to establish a mark to identify how effective the child is in comparison with his peers, but to assist the learner by establishing his progress and development in relation to desirable behavior. The appendices contain three diagrams which provide examples of possible assessment techniques and evaluation forms. (CS)

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EVALUATING SOCIAL LEARNING BEHAVIORS IN THE OPEN CLASSROOM

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Historically evaluation has been used to grade the child. Marks constituting letter or number grades have been generated from teacher made test and work samples for the purposes of awarding a letter grade to report to parents. This evaluation process is not only antiquated but is dysfunctional in attempting to assess the social learning behavior of the child in the open classroom. The following are typical reasons given for traditional evaluation procedures:

1. To compare the child with other children.
2. To separate the winners from the losers.
3. To provide the school with a record of the child's progress.
4. To let the parents know where the child stands in relation to the standards of that teacher.
5. To let the child know if he is failing or succeeding.

It is obvious that the above traditional reasons given for evaluation do not reflect the real purpose of evaluation which is to assist the learner in developing his potential with regards to the curriculum and life tasks he will need to perform in a democratic society. Thus after exploring purposes for evaluation and recognizing the need for it to be continous process, we suggest the following purposes be pointed out as the basis for evaluating social learning behaviors in the open classroom. (It should be clarified that we are not trying to establish a mark to identify how effective the child is in comparison with his peers but we are trying to establish his progress and development in relation to desirable behavior.)

1. To help the child and parent identify the current status of the child's social learning behavior.

2. To help the child and parent establish reasonable goals for improved social learning behaviors for the child.

3. To provide the child and parent with a on-going method of assessing and improving child's social learning behaviors.

4. To assist the child in developing an on-going, self assessment approach to becoming a viable social living person.

It is clear that many social learning evaluation systems are not only utilizing ineffective techniques but also have failed to delineate the kinds of social living behaviors necessary for effective functioning in the world society. Before an effective social learning evaluation system can be organized the kinds of social learning behaviors to be assessed must first be established.

Three social life functions provide the framework for identifying needed social learning behaviors; self identity functions, self-social behavior functions, and self-social-group behaviors. These three life functions demand individual behaviors that are indicative of self security, socially constructive relationships, and socially functioning group behaviors. Diagram A presents a format for examining these behaviors. (See Diagram A in the Appendices to this paper).

Once the appropriate social learning behaviors necessary for children to develop have been identified the question arises as to how the classroom teacher can assess the progress of the child

in accomplishing the specified learning behaviors presented in Diagram A. A few examples of possible assessment techniques are presented in Diagram B. Indeed there are many other evaluation approaches the classroom teacher can use to assess pupil progress. Some of these evaluation techniques are listed as follows:

Directed observation	Logs	Case Studies
Informal Observation	Diaries	Activity records
Group discussion	Autobiographies	Tape recordings
Small-group interview	Scrapbooks	Cumulative records
Individual interview	Collections	Pupil graphs
Case conference	Samples of work	Profiles
Checklists	Teacher tests	Sociograms
Rating scales	Group made test	Flow of discussion
Inventories	Standard Tests	Behavior journals
Charts	Anecdotal record	Evaluative criteria

These types of evaluation approaches provide the classroom teacher with a varied process of assessing and helping the child assess his social learning progress in the open classroom.

An important component of any social learning development program in the open classroom is the development of some way of communicating to the child and parent the progress the child is making in different social learning behaviors. Diagram C contains a presentation of one way for an individual progress report form for each child. Such a form allows the child and the parent to see what progress has been made in the different social learning

areas and what areas are in need of improvement. (See Diagram C in the appendices to this paper).

In summary, in order to develop an effective social learning evaluation system in the open classroom one must first organize the evaluation system around the progress and needs of the child, identify the kinds of social learning behaviors to be assessed, select evaluation approaches which are conducive to promoting pupil progress in social learning areas desired, and designing ways to communicate such progress to the child and the parents. The authors of this paper have presented a brief overview of some ways to develop these necessary components of an effective social learning evaluation system for the open classroom.

APPENDICES

1. Diagram A: Social Learning Behaviors Development Chart.

2. Diagram B: Techniques of Evaluating Social Learning: An Applicable Approach.

3. Diagram C: Individualized Record of Child's Progress.

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DIAGRAM A

SOCIAL LEARNING BEHAVIORS DEVELOPMENT CHART

Social Behavior Demonstration	Yes	No	Somewhat	Not Developmentally related to child
I. Self Identify Behaviors				
demonstrates self understanding				
demonstrates self evaluation				
demonstrates self confidence				
demonstrates self security				
II. Self-Other Behaviors				
demonstrates social interaction				
demonstrates conflict resolution				
demonstrates cooperative relations				
demonstrates positive moral development				
demonstrates cultural appreciations				
demonstrates social renewal				
III. Self-Social Group Behaviors				
demonstrates effective neighborhood behaviors				
demonstrates effective family behaviors				
demonstrates effective community behaviors				
demonstrates effective expanded social groups				

DIAGRAM B

TECHNIQUES OF EVALUATING SOCIAL LEARNING: AN APPLICABLE APPROACH

Social Learning Behaviors			Techniques of Evaluation
	Logs	Observation	Experience Charts
self confidence			reveals child has had many failure experiences
Value development		have observed very chaotic value choices	
conflict resolution	reveal child has problem with peaceful resolution		
tolerance of others		unable to separate social judgment from face of person	

STUDENT'S NAME _____

DIAGRAM C

INDIVIDUALIZED RECORD OF CHILD'S PROGRESS

SOCIAL LEARNING BEHAVIOR	STUDENT HAS ATTEMPTED TO DEVELOP	PROGRESS TOWARD GOAL HAS BEEN NOTED AND RECORDED	INFORMATION HAS BEEN REPORTED TO PARENTS	STUDENT NEEDS TO BE DEVELOPING THIS BEHAVIOR